

Matilda F Dunston Elementary

1825 Remount Rd.
No. Charleston, SC 29406

Grades	PK-3 Elementary School	
Enrollment	222 Students	
Principal	S. Patricia J. Schaffer	843-745-7110
Superintendent	Dr. Maria L. Goodloe-Johnson	843-937-6319
Board Chair	Ms. Nancy Cook	843-760-2635

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	4	30	40	13

IMPROVEMENT RATING

AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 7 out of 9 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004	Below Average	Unsatisfactory	No
2005	Average	Average	No

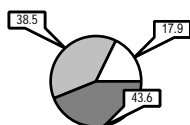
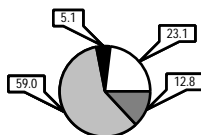
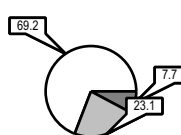
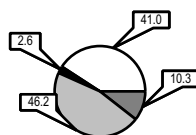
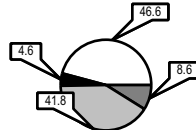
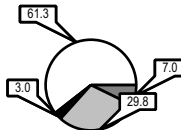
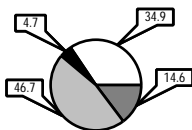
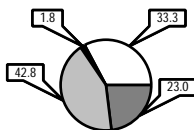
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

100.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	43	100.0	17.9	38.5	43.6	0.0	59.0	Yes	Yes
Gender									
Male	26	100.0	25.0	50.0	25.0	0.0	45.8		
Female	17	100.0	6.7	20.0	73.3	0.0	80.0		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	42	100.0	15.8	39.5	44.7	0.0	60.5	I/S	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	39	100.0	17.1	34.3	48.6	0.0	62.9		
Disabled	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	43	100.0	17.9	38.5	43.6	0.0	59.0		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	42	100.0	15.8	39.5	44.7	0.0	60.5		
Socio-Economic Status									
Subsidized meals	41	100.0	18.9	37.8	43.2	0.0	59.5	I/S	Yes
Full-pay meals	2	100.0	I/S	I/S	I/S	I/S	I/S		

Mathematics – State Performance Objective = 36.7%									
All Students	43	100.0	23.1	59.0	12.8	5.1	33.3	No	Yes
Gender									
Male	26	100.0	29.2	58.3	8.3	4.2	29.2		
Female	17	100.0	13.3	60.0	20.0	6.7	40.0		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	42	100.0	21.1	60.5	13.2	5.3	34.2	I/S	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	39	100.0	17.1	62.9	14.3	5.7	34.3		
Disabled	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	43	100.0	23.1	59.0	12.8	5.1	33.3		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	42	100.0	21.1	60.5	13.2	5.3	34.2		
Socio-Economic Status									
Subsidized meals	41	100.0	24.3	59.5	10.8	5.4	29.7	I/S	Yes
Full-pay meals	2	100.0	I/S	I/S	I/S	I/S	I/S		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	43	97.7	68.4	23.7	7.9	0.0	7.9
Gender							
Male	26	96.2	73.9	21.7	4.3	0.0	4.3
Female	17	100.0	60.0	26.7	13.3	0.0	13.3
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	42	97.6	67.6	24.3	8.1	0.0	8.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	39	97.4	67.6	23.5	8.8	0.0	8.8
Disabled	4	100.0	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	43	97.7	68.4	23.7	7.9	0.0	7.9
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	42	97.6	67.6	24.3	8.1	0.0	8.1
Socio-Economic Status							
Subsidized meals	41	97.6	69.4	22.2	8.3	0.0	8.3
Full-pay meals	2	100.0	I/S	I/S	I/S	I/S	I/S

Social Studies							
All Students	43	97.7	39.5	47.4	10.5	2.6	13.2
Gender							
Male	26	96.2	43.5	39.1	13.0	4.3	17.4
Female	17	100.0	33.3	60.0	6.7	0.0	6.7
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	42	97.6	37.8	48.6	10.8	2.7	13.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	39	97.4	38.2	47.1	11.8	2.9	14.7
Disabled	4	100.0	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	43	97.7	39.5	47.4	10.5	2.6	13.2
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	42	97.6	37.8	48.6	10.8	2.7	13.5
Socio-Economic Status							
Subsidized meals	41	97.6	38.9	47.2	11.1	2.8	13.9
Full-pay meals	2	100.0	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	50	100.0	31.1	46.7	20.0	2.2	22.2
	4	45	100.0	33.3	59.5	7.1	N/A	7.1
	5	70	100.0	50.0	42.2	7.8	N/A	7.8
	6	64	100.0	55.4	30.4	14.3	N/A	14.3
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	43	100.0	17.9	38.5	43.6	0.0	43.6
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	50	100.0	33.3	53.3	11.1	2.2	13.3
	4	45	100.0	33.3	61.9	4.8	N/A	4.8
	5	70	100.0	57.8	37.5	4.7	N/A	4.7
	6	64	100.0	39.3	51.8	8.9	N/A	8.9
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	43	100.0	23.1	59.0	12.8	5.1	17.9
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	43	97.7	68.4	23.7	7.9	0.0	7.9
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	43	97.7	39.5	47.4	10.5	2.6	13.2
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 222)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	9.2%	Up from 3.6%	3.9%	3.0%
Attendance rate	93.2%	Up from 93.0%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.7%	Down from 8.4%	6.5%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 7.9%	5.9%	3.2%
Eligible for gifted and talented	0.0%	Down from 3.4%	4.0%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	3.2%	Down from 8.9%	7.9%	8.2%
Older than usual for grade	0.5%	Down from 3.8%	1.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 20)				
Teachers with advanced degrees	45.0%	Up from 34.3%	50.0%	52.6%
Continuing contract teachers	95.0%	Up from 71.4%	76.9%	83.3%
Highly qualified teachers	94.4%	Up from 87.0%	92.3%	93.5%
Teachers with emergency or provisional certificates	0.0%	Down from 13.3%	3.1%	0.0%
Teachers returning from previous year	65.1%	Down from 66.2%	82.6%	87.0%
Teacher attendance rate	90.4%	Down from 94.4%	94.9%	95.0%
Average teacher salary	\$39,671	Up 2.8%	\$40,366	\$41,703
Prof. development days/teacher	21.6 days	Up from 13.2 days	14.4 days	12.8 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	17.2 to 1	Up from 17.0 to 1	16.5 to 1	18.8 to 1
Prime instructional time	79.2%	Down from 84.7%	88.9%	89.8%
Dollars spent per pupil*	\$5,649	Down 11.1%	\$7,482	\$6,242
Percent of expenditures for teacher salaries*	69.2%	Up from 68.8%	63.8%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 94.0%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	78.6%		89.4%	
Highly qualified teachers in high poverty schools	81.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

This has been an exciting year at Matilda F. Dunston Elementary School because of the full implementation of our Reading First grant! Our focus is on high quality instruction for every classroom in our school. We are using a "turn around model" that provides for ongoing professional development for teachers and monitoring of student success through data collection.

Our literacy coach has met monthly with our teachers for Literacy Conversations to discuss best practice strategies for helping our students achieve the overall goal for our grant, which is for "Every student to read well* (proficient, on grade level) by the end of grade three." The principal has met with grade level teams each month. Her focus has been on our coherent curriculum and planning to differentiate learning for our students.

Students write across the curriculum using the Six Traits model. We believe that writing and reading connect with all learning. Teachers are using a hands-on approach to teach science with FOSS kits. We hosted a successful science night this spring. Each class displayed a science board that showed the connection between science and literature.

We have monitored success with MAP-Measuring Academic Progress Assessment in grades 2 and 3 for reading, language and math. We have used the Dominie Reading Assessment in grades K, 1, 2, and 3. This has provided data and information for the teacher to plan meaningful lessons.

We have provided a 3-tiered model in our instructional program. Students receive instruction in the classroom with their regular education teacher. This teacher also provides small group follow-up for students that need additional help to achieve. Our Student Assistance Team plans with the classroom teachers for students who need additional and/or significant intervention to be successful. This is provided through Intervention Small Groups in grades 2 and 3. We use Reading Recovery with first graders that need one-on-one support to become readers. An Early Childhood Diagnostic Program is site-based at our school to serve special needs pre-school age children.

The community is engaged in our school. We offer after-school programs through our Century 21 grant and the supplemental service provider, Education Station. The school has a partnership with Head Start. We are able to serve four year olds in two classes of Child Development. Other community partners include: City of North Charleston, Police Department, SPA-WAR, faith-based partnership with The ROCC, Remount Gardens Restaurant, Foster Grandparents, BOWS, Sam's Club, and Ameri-Corps.

Our school will receive recognition at the 2005 SC Literacy Conference as The Literacy Spot Award winner in South Carolina.

S. Patricia J. Schaffer, Principal
Kathy Nagy, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	23	39	24
Percent satisfied with learning environment	86.4%	100.0%	87.5%
Percent satisfied with social and physical environment	90.9%	89.2%	90.9%
Percent satisfied with school-home relations	31.8%	92.1%	78.3%

*Only students at the highest elementary school grade level at this school and their parents were included.